



## New Providence Elementary

1118 Old Cherokee Rd.  
Lexington, SC 29072

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School  |              |
| <b>Enrollment</b>     | 475 Students           |              |
| <b>Principal</b>      | C. Van Bowers          | 803-821-3300 |
| <b>Superintendent</b> | Dr. Karen C. Woodward  | 803-821-1000 |
| <b>Board Chair</b>    | G. Edwin Harmon, Ph.D. | 803-359-0844 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING    |
|-------------|------------------|------------------|
| <b>2009</b> | <b>Excellent</b> | <b>Excellent</b> |
| 2008        | N/A              | N/A              |
| 2007        | N/A              | N/A              |
| 2006        | N/A              | N/A              |
| 2005        | N/A              | N/A              |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

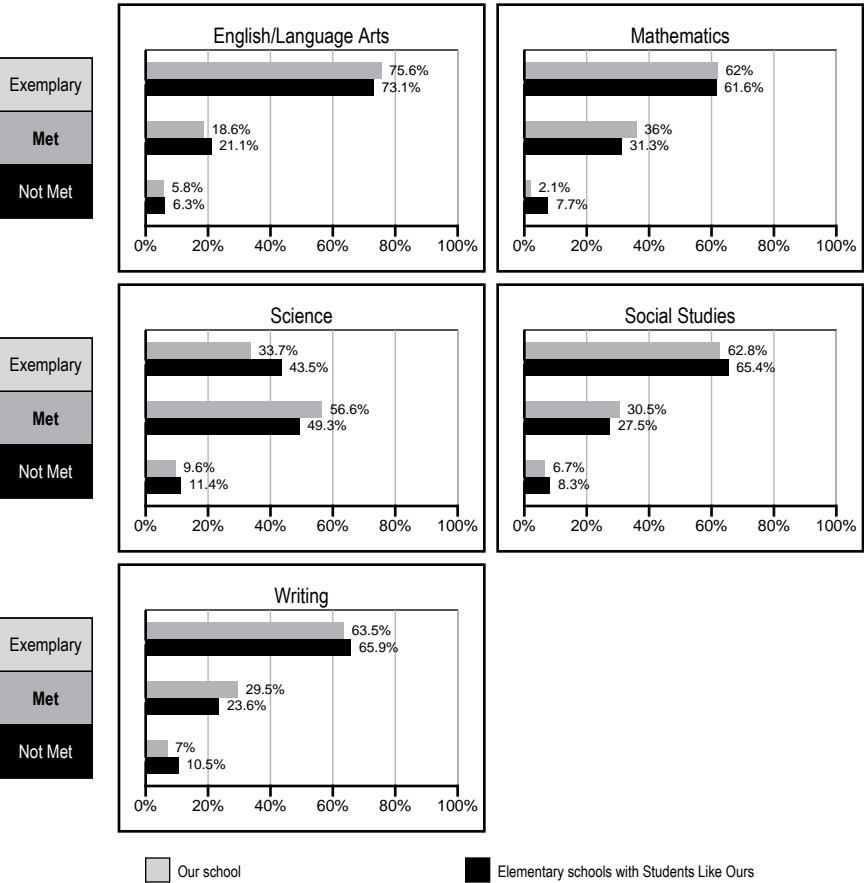
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 12        | 1    | 0       | 0             | 0       |

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=475)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.6%       | N/A                   | 0.3%                                       | 1.9%                     |
| Attendance rate  | 97.4%      | N/A                   | 97.2%                                      | 96.3%                    |
| Eligible for gifted and talented   | 36.1%      | N/A                   | 36.1%                                      | 10.0%                    |
| With disabilities other than speech  | 4.1%       | N/A                   | 3.7%                                       | 7.7%                     |
| Older than usual for grade   | 0.0%       | N/A                   | 0.0%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | N/R                   | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=34)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 85.3%      | N/A                   | 67.7%                                      | 59.4%                    |
| Continuing contract teachers   | 85.3%      | N/A                   | 85.2%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | N/A                   | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | N/A        | N/A                   | 84.9%                                      | 85.9%                    |
| Teacher attendance rate  | 96.7%      | N/R                   | 95.5%                                      | 95.1%                    |
| Average teacher salary*  | \$46,982   | I/S                   | \$49,349                                   | \$47,149                 |
| Professional development days/teacher  | 9.8 days   | N/R                   | 9.4 days                                   | 11.1 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | N/R                   | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.5 to 1  | N/R                   | 20.2 to 1                                  | 18.8 to 1                |
| Prime instructional time   | 93.6%      | N/R                   | 91.7%                                      | 90.4%                    |
| Opportunities in the arts  | Excellent  | N/R                   | Good                                       | Good                     |
| SACS accreditation   | Yes        | N/R                   | Yes  | Yes                      |
| Parents attending conferences  | 99.4%      | N/R                   | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | N/R                   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | N/A        | N/A                   | \$7,711                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | N/A        | N/A                   | 67.1%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | N/A        | N/A                   | 64.0%                                      | 63.2%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Bursting with “Lion Pride,” New Providence Elementary opened its doors for the first time in August of 2008. Our staff of 75 members eagerly prepared throughout the summer to create a school culture that was inviting, highly collaborative, nurturing and focused on high academic achievement for all students.

The success of our first year was enhanced by the tremendous support we received from our parents and community. More than 150 volunteers contributed countless hours of volunteer time to our school. The fundraising efforts of our PTA contributed to the overall development and success of NPES. Memorable events such as Putt for Funds, Books & BBQ, Spring Fling and restaurant nights built school and community pride throughout the year. PTA funds provided our teachers with an abundance of classroom supplies, purchased books for our leveled text library, sent every child on a field trip, and secured meaningful assembly programs for our students.

With academic achievement as the main focus, our teachers utilized a 30-minute intervention block of time each day to flexibly group students and address individual learning needs. Through the Response to Intervention process, student data was monitored throughout the year and interventions were administered to increase student achievement. Our teachers focused on learning outcomes for students and utilized a process of “backward design” in their collaborative meetings. The tremendous effort of our teachers proved to be successful as our students performed very well on MAP testing and VIP benchmark assessments.

Our students also excelled in the performing arts area. Their talents were showcased during winter and spring concerts, art shows and theatrical presentations.

Our students learned about the importance of community service and giving through such activities as Jump Rope for Heart, Families Helping Families, Carolina vs. Clemson Food Drive, and collecting tabs for the Ronald McDonald House. Our staff showed their giving spirit through their 100 percent participation in the United Way campaign and their participation in the first annual “NPES Idol,” which raised \$2,700 for the American Cancer Society.

Although our first year was marked as a tremendous success, we constantly strive to overcome barriers that may inhibit student achievement. We face daily challenges in our attempt to move all children forward academically. We must continue to focus on learning outcomes for children through collaboration, data assessment and progress monitoring. Differentiating our instruction is a key factor in addressing the needs of our struggling learners, as we simultaneously challenge the high percentage of gifted students who are already performing at high levels.

Thank you for your endless support and for making our first year a “roaring” success.

C. Van Bowers, Principal  
Marian C. Newman, SIC Chair

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 33       | 68        | 56       |
| Percent satisfied with learning environment            | 93.9%    | 95.6%     | 94.5%    |
| Percent satisfied with social and physical environment | 100.0%   | 97.0%     | 98.2%    |
| Percent satisfied with school-home relations           | 100.0%   | 98.5%     | 91.1%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |  |
|---------------------------|--|
| School Improvement Status |  |
|---------------------------|--|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 0.2%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.4%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 250 | 100  | 5.8  | 18.6 | 75.6 | 96.7 | 88.8 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 121 | 100  | 6    | 19   | 75   | 96.6 | 86.3 | 79.3 | N/A | N/A |
| Female                       | 129 | 100  | 5.6  | 18.3 | 76.2 | 96.8 | 91.4 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 226 | 100  | 4.1  | 17.9 | 78   | 98.2 | 90.3 | 89.5 | Yes | Yes |
| African American             | 11  | 100  | 45.5 | 18.2 | 36.4 | 63.6 | 77.7 | 73.7 | I/S | I/S |
| Asian/Pacific Islander       | 11  | 100  | N/AV | N/AV | N/AV | 100  | 95.4 | 92.3 | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 81.9 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.7 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 14  | 100  | 28.6 | 21.4 | 50   | 85.7 | 54.1 | 52   | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.1 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 15  | 100  | 40   | 20   | 40   | 73.3 | 79.9 | 75.5 | I/S | I/S |

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 250 | 100  | 2.1  | 36   | 62   | 97.9 | 85.7 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 121 | 100  | 1.7  | 41.4 | 56.9 | 98.3 | 85.1 | 77   | N/A | N/A |
| Female                       | 129 | 100  | 2.4  | 31   | 66.7 | 97.6 | 86.4 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 226 | 100  | 1.4  | 34.4 | 64.2 | 98.6 | 87.8 | 87.2 | Yes | Yes |
| African American             | 11  | 100  | 18.2 | 72.7 | 9.1  | 81.8 | 69.9 | 66.7 | I/S | I/S |
| Asian/Pacific Islander       | 11  | 100  | N/AV | N/AV | N/AV | 100  | 93.2 | 93   | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 78.2 | 76   | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 85.4 | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 14  | 100  | 7.1  | 64.3 | 28.6 | 92.9 | 53.2 | 45.5 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 80.7 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 15  | 100  | 13.3 | 66.7 | 20   | 86.7 | 74.2 | 70.2 | I/S | I/S |

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrolment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                 |          |           |       |             |                              |                                |                             |
| All Students               | 172                             | 100      | 9.6       | 56.6  | 33.7        | 90.4                         | 80                             | 67.5                        |
| Gender                     |                                 |          |           |       |             |                              |                                |                             |
| Male                       | 83                              | 100      | 8.8       | 56.3  | 35          | 91.3                         | 80.3                           | 67                          |
| Female                     | 89                              | 100      | 10.5      | 57    | 32.6        | 89.5                         | 79.7                           | 68                          |
| Racial/Ethnic Group        |                                 |          |           |       |             |                              |                                |                             |
| White                      | 154                             | 100      | 8.1       | 56.8  | 35.1        | 91.9                         | 82.7                           | 79.5                        |
| African American           | 7                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 58.8                           | 50.3                        |
| Asian/Pacific Islander     | 9                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 89.9                           | 84.3                        |
| Hispanic                   | 1                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 72.4                           | 60.7                        |
| American Indian/Alaskan    | 1                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 74.2                           | 71.2                        |
| Disability Status          |                                 |          |           |       |             |                              |                                |                             |
| Disabled                   | 10                              | I/S      | I/S       | I/S   | I/S         | I/S                          | 46.6                           | 35.6                        |
| Migrant Status             |                                 |          |           |       |             |                              |                                |                             |
| Migrant                    | N/A                             | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 46.1                        |
| English Proficiency        |                                 |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 5                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 73.7                           | 59.6                        |
| Socio-Economic Status      |                                 |          |           |       |             |                              |                                |                             |
| Subsided meals             | 10                              | I/S      | I/S       | I/S   | I/S         | I/S                          | 65.2                           | 55.1                        |

Social Studies

|                            |     |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students               | 171 | 100  | 6.7  | 30.5 | 62.8 | 93.3 | 82.4 | 72.3 |
| Gender                     |     |      |      |      |      |      |      |      |
| Male                       | 85  | 100  | 8.6  | 24.7 | 66.7 | 91.4 | 82.3 | 71.5 |
| Female                     | 86  | 100  | 4.8  | 36.1 | 59   | 95.2 | 82.5 | 73.2 |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |
| White                      | 154 | 100  | 4.8  | 31.3 | 63.9 | 95.2 | 83.8 | 80.7 |
| African American           | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 71   | 60   |
| Asian/Pacific Islander     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.2 | 88.5 |
| Hispanic                   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 76.1 | 68   |
| American Indian/Alaskan    | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 80.6 | 72.2 |
| Disability Status          |     |      |      |      |      |      |      |      |
| Disabled                   | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 55.6 | 43.5 |
| Migrant Status             |     |      |      |      |      |      |      |      |
| Migrant                    | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 50.7 |
| English Proficiency        |     |      |      |      |      |      |      |      |
| Limited English Proficient | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 75.2 | 67.9 |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |
| Subsided meals             | 12  | 100  | 33.3 | 25   | 41.7 | 66.7 | 70.2 | 62.1 |

Abbreviations for Missing Data

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PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 250                              | 100      | 7         | 29.5  | 63.5        | 93                           | 77.3                           | 70.2                        | 97.4                      | 96.1                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 122                              | 100      | 7.6       | 39.8  | 52.5        | 92.4                         | 71.1                           | 63.2                        | 97.5                      | 96.1                        |
| Female                     | 128                              | 100      | 6.3       | 19.8  | 73.8        | 93.7                         | 83.8                           | 77.5                        | 97.4                      | 96.2                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 224                              | 100      | 4.6       | 28.8  | 66.7        | 95.4                         | 79.7                           | 79.1                        | 97.6                      | 96.1                        |
| African American           | 12                               | 100      | 58.3      | 25    | 16.7        | 41.7                         | 61                             | 57.6                        | 94.8                      | 96.3                        |
| Asian/Pacific Islander     | 11                               | 100      | N/AV      | N/AV  | N/AV        | 100                          | 88.6                           | 86.2                        | 98.4                      | 97.4                        |
| Hispanic                   | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 64.5                           | 62.6                        | 96.7                      | 95.9                        |
| American Indian/Alaskan    | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 77.6                           | 68.7                        | 97                        | 95                          |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 15                               | 100      | 26.7      | 53.3  | 20          | 73.3                         | 34.3                           | 26.1                        | 97.4                      | 95.1                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 98.6                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 64.7                           | 61.2                        | 97.7                      | 96.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 16                               | 100      | 56.3      | 31.3  | 12.5        | 43.8                         | 62                             | 58.9                        | 95                        | 94.9                        |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 85                               | 100      | 4.8       | 15.5  | 79.8        | 95.2                  |
|                       | 4     | 93                               | 100      | 3.4       | 21.6  | 75          | 96.6                  |
|                       | 5     | 72                               | 100      | 10        | 18.6  | 71.4        | 90                    |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 85                               | 100      | 1.2       | 34.5  | 64.3        | 98.8                  |
|                       | 4     | 93                               | 100      | 3.4       | 43.2  | 53.4        | 96.6                  |
|                       | 5     | 72                               | 100      | 1.4       | 28.6  | 70          | 98.6                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 43                               | 100      | 18.6      | 44.2  | 37.2        | 81.4                  |
|                       | 4     | 93                               | 100      | 8         | 61.4  | 30.7        | 92                    |
|                       | 5     | 36                               | 100      | 2.9       | 60    | 37.1        | 97.1                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 42                               | 100      | 2.4       | 29.3  | 68.3        | 97.6                  |
|                       | 4     | 93                               | 100      | 5.7       | 33    | 61.4        | 94.3                  |
|                       | 5     | 36                               | 100      | 14.3      | 25.7  | 60          | 85.7                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 85                               | 100      | 7.1       | 22.6  | 70.2        | 92.9                  |
|                       | 4     | 92                               | 100      | 6.7       | 47.2  | 46.1        | 93.3                  |
|                       | 5     | 73                               | 100      | 7         | 15.5  | 77.5        | 93                    |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample